

Section 14:

Lincoln Public School's description of the concept of "scaling up" current NSIG efforts:

Example: *Within this district's plan, the term "scaling up" the NSIG behavioral initiative means....*

Currently, three sites in Lincoln Public Schools (LPS) are involved in Cohort 1 of the Nebraska State Improvement Grant (NSIG). Award of the NSIG Supplement will allow 'scaling up' of the NSIG initiative in an additional ten sites in LPS. The concept of 'scaling up' is best described as replicating current practices in professional development initiated by the NSIG project. 'Scaling up' in the ten new sites will include the following criteria for inclusion in the NSIG Supplement in Lincoln Public Schools:

1. Strong and committed **Administrator Support** for the development of school-wide positive behavior support.
2. Agreement/commitment to develop a site-based **Leadership Team** to guide and facilitate the development of school-wide positive behavior support.
3. Commitment to **Professional Development** of school leadership in research-based practices in school-wide positive behavior support.
4. **Prior Work and Study** in the area of school-wide positive behavior support.
5. Commitment to an **Evaluation Process** designed to measure accomplishment of objectives/activities identified in this plan.
6. **Critical Mass** of at least 80% of all staff in support of building a system of school-wide positive behavior supports for students.

The ten sites that have expressed interest and have met criteria for inclusion in the NSIG Supplement include:

- (1) Brownell Elem
- (2) Pershing Elem
- (3) Riley Elem
- (4) Kahoe Elem
- (5) West Lincoln Elem
- (6) Sheridan Elem
- (7) Goodrich Middle
- (8) Dawes Middle
- (9) Mickel Middle
- (10) NorthEast High

The process for decision-making for the NSIG Supplement will be a collaborative effort with multiple levels of leadership involvement. Decisions will be made collectively with input and direction from the ten selected sites. Data analysis and study of the research in positive behavior support will guide the decisions made in this project. This objectives of the NSIG Supplement will closely align with affective goals within the district's school improvement plan for development of a positive school climate and culture.

Because behavior and instruction are highly correlated in terms of outcomes for students, the NSIG Supplement will support the concept of interrelationship between student behavior and academic achievement. The research is clear that when behavior is well-managed, achievement increases. Behavior will be the emphasis of this project.

In the quest for improved student outcomes, the NSIG Supplement will focus exclusively on trainings that have proven results for all students. The framework for training will incorporate the research of Hill M. Walker, Robert H. Horner, George Sugai, and Jeff Sprague. This research provides a conceptualization of the role schools must play in preventing problematic behaviors in students. The case is made that schools can play a central, coordinating role in the prevention of behavior problems. School-wide positive behavior support is an approach that involves enhancing protective environmental factors and reducing risk factors.

Because schools are networks of systems that collectively enable students to learn and teachers to teach, the following four systems will comprise the school-wide approach in the NSIG Supplement project:

- (1) The *school-wide system* will be designed to accommodate the majority of students by setting positive behavioral expectations. Behavior expectations will be taught, modeled, refined, and re-taught to ensure that all students have a full understanding of the school's practices/procedures for positive expectations. This system will be designed to establish an ecology sensitive to each individual school site.
- (2) The *non-classroom system* will provide policy, practices, and procedures for the common areas of the school: Cafeteria, hallways, playground, parking lot, etc. Generally, behavioral expectations tend to be less structured than classroom, but will encourage a high degree of adult-to-student interaction.
- (3) The *classroom system* will be developed to support the school-wide policies and procedures for positive behavior supports and instructional environments and arrangements will be structured to adapt to individual teachers and individual classroom dynamics. The *classroom system* will be designed to manage both the instructional as well as the behavioral needs of students.
- (4) The *individual system* will be designed to respond to students who present the more severe forms of behavior. The *individual system* will support interventions to accommodate challenges and needs of those students with the most severe forms of behavior.

Collectively, these four systems will provide the framework for the development of School-Wide Positive Behavior Support in the NSIG Supplement. The research is convincing that students with disabilities, as well as their non-disabled peers, benefit from alignment of the four aforementioned systems.

To meet the unique learning needs of students with varying degrees of disability, a three-level tiered approach will be used for organizing specific interventions for achieving positive outcomes for students. The levels will be ordered along a severity-of-risk continuum. Students at each of the three levels are candidates for differing types of intervention that represent correspondingly greater specificity, complexity, comprehensiveness, expense, and intensity.

The NSIG Supplement will assist selected schools develop appropriate primary, secondary, and tertiary forms of prevention and intervention for students with behavior issues.

The majority of funds in the NSIG Supplement will be obligated to professional development activities that address the development of school-wide positive behavior supports. Activities will include team training, team study, site-based action research, and teacher time for collaborative activity focused on building the four systems of positive behavior support.

The three original NSIG sites and the additional ten will lead the process in the development of School-Wide Positive Behavior Support. These 13 sites are ideally positioned to make positive contributions toward a shift in how student behavior is perceived within the schooling process. The evidence regarding long-term outcomes indicates that School-Wide Positive Behavior Support can prevent delinquency, reduce drop-out rates, contributes to school success for all students, and teaches students about the relationship between choices and consequences.

To experience success in the NSIG Supplement, policies, structures, opportunities, and contingencies must be in place to ensure:

- (1) Goodness-of-fit between preferred practices and problem contexts in selected school sites and
- (2) A sustained commitment toward implementation with fidelity and evaluation over the long term

OBJECTIVES and ACTIVITIES:

Obj. 1: Select/Induct ten sites into the NSIG Supplement project

- Act. 1.1: Ensure that criteria for selection (Administrative Support, Leadership Team, Commitment to Professional Development, Prior Work/Study, Evaluation Process, Critical Mass) are met within all ten sites.
- Act. 1.2: Schedule preliminary meetings to plan for induction activities for leadership teams in each site.
- Act. 1.3: Determine level of need and common training strands for site-based teams in areas of leadership development, change process, and positive behavior support.

Obj. 2: Training plan for School-Wide Positive Behavior Support

- Act. 2.1: Scheduled meetings with Administrators of ten sites for their input
- Act. 2.2: Site-based Leadership Teams selected
- Act. 2.3: Training calendar determined
- Act. 2.4: Team training in summer months

Obj. 3: Dissemination through district-wide exposure to School-wide Positive Behavior Support

- Act. 3.1: Calendar awareness of School-Wide Positive Behavior Support by hosting national presenters for district-wide access
- Act. 3.2: Establish opportunities for presentations, school visitations, and conversations with the three model sites involved in the NSIG project.

Obj. 4: ESU #18 and NSIG Evaluators will guide evaluation processes for the NSIG Supplement

- Act. 4.1: At the end of this NSIG Supplement project, the ESU #18 evaluator will provide a written summary of progress noting the level of implementation of School-Wide Positive Behavior Support in the newly inducted sites. This report will be submitted to the Nebraska Department of Education/NSIG staff.
- Act. 4.2: NSIG Evaluators will provide evaluation activity using a discrepancy model that measures progress toward objectives/activities outlined in this plan.
- Act. 4.3: Evaluation will include Leadership Team assessment of training content provided through the resources within this NSIG Supplement.